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democracy demands that education shall go beyond habit-building. So democratic educational theory will demand that educational psychology shall go beyond the processes of habit-building. All of which means that such a manual as this furnishes excellent material for *one aspect* of the course in educational psychology—but not for the whole course.

As a brief manual for such use in connection with the general course in educational psychology, it is excellent. And the social common sense of the teacher should be sufficient to protect the student against the possible evils inherent in any manual of experiments.

JOSEPH K. HART.

REED COLLEGE.

JOURNALS AND NEW BOOKS

JOURNAL OF ABNORMAL PSYCHOLOGY, April–May, 1917. *A Study of the Anæsthesia, Convulsions, Vomiting, Visual Constriction, Erythema, and Itching of Mrs. V. G.* (pp. 1–24): EDWARD J. KEMPF.—The account of a patient at a state hospital for the insane is discussed. The conclusions drawn are in part that “Psychonueroses are conditioned reflex activities and are pathological because the affections have become conditioned through experiences to react to stimuli that normally should have an indifferent influence.” *Some Analyses in the Psychopathology of Every-day Life* (pp. 25–53): H. W. FRINK.—Several cases are mentioned where persons have forgotten words in speaking or writing and explanations are offered. *The Mental Imagery of Stutterers: An Examination of Certain Current Theories* (pp. 34–43): JOHN M. FLETCHER.—A review of some of the theories of stuttering is given with criticism against certain theories concerning the essential pathology of stuttering. No permanent peculiarities of imagery that would distinguish stutterers from normal persons exist. *The Stuttering Boy* (pp. 44–48): KNIGHT DUNLAP.—Few girls stutter. The fear of uttering his gutter-vocabulary in the hearing of his family may cause the boy to stutter. *The Deforming Influences of the Home* (pp. 49–57): HELEN WILLISTON BROWN.—Parents should be brought to consider their children as children of the world as well. *The Meaning of Psychoanalysis* (pp. 58–68): TRIGANT BURROW.—By specific psychoanalysis is meant that which is synonymous with Freud. *Reviews*: J. A. Green, *Life and Work of Pestalozzi*: ARNOLD L. GESELL; William Stern, *The Psychological Methods of Testing Intelligence*: ARNOLD L. GESELL; G. V. N. Dearborn, *The Influence of Joy*: MEYER SOLOMON; S. J. Holmes, *Studies in Animal Behavior*: ROBERT M. YERKES. *Books Received.*

REVUE PHILOSOPHIQUE, June, 1917. *Vie et fonctionnement* (pp. 497-523): F. LE DANTEC. — Every moment of life, studied from the mechanical, chemical, and colloidal levels, can be represented by the equation: $A_{n-1} + (A_{n-1} \times B_{n-1}) = A_n$, where A represents the total structure of a living being at a given moment, and B the sum-total of agents, of whatever level, which concur at the given moment in the determination of the total attitude of A , and $A \times B$ the interaction of the two. *Du fondement des jugements esthétiques* (pp. 524-546): E. GILSON. — "The relativity of works of art can be admitted without admitting their equivalence provided that one recognizes at the same time a psychical hierarchy of human beings." *La conception de la religion chez Renan* (pp. 547-572): R. LENOIR. — Midway in Renan's investigations philology becomes literary criticism, the study of the origin of religions is transformed into a philosophical theory of religion, and Christianity becomes the type of religion. In place of Christian spiritualism and of the conclusions of his study of religions, Renan comes to substitute a moral and metaphysical idealism. *Revue Critique*. René Worms, *Natalité et régime successoral*: GASTON RICHARD. *Analyses et Comptes rendus*. E. Boirac, *L'Avenir des sciences psychiques*: L. DUGAS. *Revue des Périodiques*.

Bosanquet, Bernard. *Social and International Ideals*. London: Macmillan and Company. 1917. Pp. lx + 325.

NOTES AND NEWS

ETHICS AND INTERNATIONAL RELATIONS

By arrangement with Professor Tufts, my part in the discussion on "Ethics and International Relations" at the December meeting of the Association will be to discuss "whether the idea of sovereignty is incompatible with the acknowledgment of moral obligation by states." On this question I would submit the following theses:

1. The application of a moral code to any group of beings presupposes a kind of equality. The kind of equality required is compatible with differences of size, wealth, population, intelligence, *etc.*: it concerns only responsibility, namely, a power to appreciate the good at stake, an equal concern in that good, a power to act for or against it, and an acknowledged liberty to do so without interference by others.

2. The idea of sovereignty, so far from being incompatible with